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## REVIEWS

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*Mind in the Making, A Study in Mental Development.* By

EDGAR JAMES SWIFT, Professor of Psychology and Pedagogy in Washington University, Saint Louis. New York: Charles Scribner's Sons, 1908. Pp. 329. \$1.50 net.

Professor Swift's book is an expression of the new spirit in education. It is a protest against the formalism and inertia of the schools, an exposition of the forces which must be reckoned with in laying the foundation of education, and an analysis of the psychological and pedagogical aspects of the educational process. The title—*Mind in the Making*—is well chosen. Professor Swift brings ample evidence to prove that native capacity cannot be determined until the child has had the opportunity for a natural growth. Chapters dealing with this evidence should make a strong appeal to parents, especially in places where strong influence is being exerted to establish trade schools for young children.

As a whole the volume embodies a systematic knowledge of children and sane ideas of their needs. The book is bound to have a wide and a wholesome influence, and largely because of this the reviewer wishes to call attention to what seems to be an unwise emphasis in the chapter entitled, "Criminal Tendencies in Boys." By making use of the vague theory of "psychical reverberations of long past ages" in explaining the instincts and impulses of the child, attention is shifted temporarily from the actual child living under modern conditions to the child as a symbol of savage life in remote ages. And yet the moral and ethical import of the child's actions is judged in the light of our highest ideals. In this way instincts and impulses which are perfectly normal and wholesome are labeled "criminal." Since Professor Swift writes, "Crime is caused mainly by social conditions that are morally and intellectually unhygienic," would it not have been more consistent to have used the term "criminal" with reference to the *act* rather than to the tendency or the impulse, and to have placed emphasis upon the responsibility of the community; for it is the community which decides whether the child shall form social or anti-social habits.

In the chapters "The School and the Individual" and "School-Mastering Education," the evils of traditional methods are pointed out and the way paved for the work which is really constructive. The physical basis of education is laid in three chapters dealing with various phases of the nervous system and in three other chapters there is a clear and forcible presentation of the psychological and pedagogical aspects of the learning process. Such excerpts as the following may give the reader a glimpse of the wisdom, the sanity, the good humor, and the charm to be found on nearly every page:

We set up a psychical operating-table in every school-room, and proceed to cut each child according to our measure . . . until we have made him commonplace enough to fit into the traditional pedagogical mind.

Native tendencies have never counted much in the schools. Principals and superintendents can make better ones in the office.

The books of children should be closed the moment there is any indication of lassitude. Carried beyond this point, study tends to delay progress by starting erratic impulses that end in confusion.

Arrest is quite as likely to be caused by overfeeding as by starvation.

It is rather singular that the experimental method, welcomed in other fields as evidence of progress, has received such scant courtesy in education. Education, no doubt, must be conservative, but when conservatism opposes investigations and comparative trials under controlled conditions previously determined it is inertia.

KATHARINE E. DOPP

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*A Primer of the Science of Internationalism.* With special reference to university debates. By WILBUR E. CRAFTS. Washington: International Reform Bureau, 1908. Pp. 86.

This little book aims to make propaganda for the introduction into the university curriculum by way of the debating societies of "the highest branch of the science of man, which deals with man in his widest relation, the hitherto unclassified science of internationalism." This in the author's view is more than international law. There are ten chapters and an Appendix. On the margin there is a running series of suggestive questions for debate. The aim of the book is in consonance with the general aims of the International Reform Bureau, and may be seen from the various chapters. Chap. i is a résumé of the "Concert of Europe in War," and is a plea for international peace. To this